



University of **Sioux Falls**

School of Nursing

NUR 431 Nursing Capstone Preceptor Resource Book

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University of Sioux Falls
NUR 431 Nursing Capstone
Preceptor Resource Book

The USF School of Nursing reserves the right to make changes or updates at any time to the Student Resource Book to reflect changes in current policies or procedures.

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A. Introduction

The University of Sioux Falls initiated a new baccalaureate nursing program, January 2010. This program is based on the primary concept of **Caring Service**, which is a major focus of the university. We believe that the strength of a baccalaureate nursing program requires collegial relationships among students, faculty and those registered nurses who act as preceptors and role models for our students. This Preceptor Resource Book has been developed to assist you in your role as a preceptor. We welcome suggestions from you in your experience as a preceptor and thank you for your willingness to share your clinical experience and expertise in helping prepare caring and competent professional nurses.

B. USF School of Nursing Mission, Goals, & Expected Outcomes

1. Mission: USF School of Nursing

The mission of the USF School of Nursing is to prepare graduates to practice a career of service within an ethical framework that views all people equally worthy of humanistic and accessible care. The School of Nursing faculty will create an environment that fosters academic and clinical excellence and actualizes holistic care including spiritual, emotional, physical and culturally sensitive care of both self and clients.

2. Goals: USF School of Nursing

1. Create a climate within the School of Nursing that encourages both students and faculty to reach their maximum potential as professional nurses.
2. Inspire and motivate students to provide safe holistic care by incorporating a strong liberal arts core to enhance nursing knowledge.
3. Emphasize the service and healing focus within the nursing profession, and instill in students a desire to practice ethically and without bias.
4. Empower students to assume leadership roles within the nursing profession.

3. Expected Student Outcomes

1. Acquire the knowledge, clinical skills and critical thinking skills required to plan and provide excellent evidence-based clinical care, with a strong foundation in the arts and sciences.
2. Be prepared and inspired and prepared to become leaders who have an appreciation for the human dignity of every individual and practice within an ethical framework with social justice at the core.
3. Promote the health of all people, regardless of race, color, creed, age or any other human discriminators.
4. Understand the value of inter and intra-disciplinary collaboration and communication and integrate this into one's practice.
5. Integrate a strong commitment to life-long learning, in order to respond to clinical and technological advances, changes in health care delivery and health systems, population changes, genetic advances and access to health care globally.
6. Be prepared to practice within different settings and complexities of situations, including caring for people across the life span.

C. NUR 431 Nursing Capstone Introduction

The capstone course is a required course for the nursing major. This course will bring all of the students' experiences together to help them choose an area of practice in which they would like to focus on for a capstone experience. Students will respond to the expected graduate outcomes and how they believe they are prepared to enter the world of professional nursing. Students will complete 96 hours in a clinical experience with a nurse expert in that area. All students address the same program objectives by selecting a clinical area of interest and developing a senior contract.

The USF nursing faculty member is responsible for matching students with preceptors in their chosen area of interest. The preceptor serves as a role model, resource, consultant and teacher for the student in the clinical setting. The preceptor provides clinical experiences that meet the objectives of the contract in a safe and nurturing environment.

The student is required to complete a Capstone Contract in which they identify their goals and evaluations methods. The course requirement is that the student will complete a total of 96 clinical hours. After this is approved by the faculty member, the student will then meet with the preceptor to explain the contract he/she has developed to be sure that the areas identified will be able to be met in this experience. If the student and preceptor agree that this contract contains goals that are obtainable in this experience, the preceptor will sign the contract and the faculty member and student will also sign the contract. The student will also provide the preceptor a copy of the course syllabus, which contains the course objectives.

1. Qualifications

The registered nurse preceptor must possess at least a bachelor's degree in nursing, have demonstrated competencies appropriate for the student's learning experience, and be licensed (and certified as required or appropriate) in the state(s) in which he/she practices. A preceptor who is not a nurse, but is part of the interdisciplinary team caring for clients, must have at least a bachelor's degree and any other credentials required for professionals in their discipline.

The individual selected must have a positive attitude towards nursing, the educational process, and students. The preceptor must be perceived as a role model for professional nursing practice. They must exhibit enthusiasm and be able to work with students and faculty in a constructive manner.

2. Roles and Responsibilities

a. Preceptor Roles and Responsibilities

- i. The primary role of the preceptor is to guide and provide direct supervision of a senior nursing student in a directed clinical experience. The preceptor will serve as a clinical expert, role model teacher and evaluator.
- ii. Arrange orientation and access to clinical learning experience.
- iii. Assist in planning experiences for the student based on the student's learning needs and clinical contract/objectives.
- iv. Supervise the student's clinical experiences and work closely with the student to facilitate positive experiences.

- v. Assist the student in correlating the clinical experience with the knowledge base in this area, emphasizing evidence-base practice.
- vi. Communicate with the faculty advisor at least twice during this experience and additionally if concerns and or questions arise.
- vii. Evaluation of the Clinical Experience
 - a. Provide frequent feedback to the student
 - b. Provide feedback to faculty advisor regarding any clinical experience for student and/or suggestions for program development.
 - c. Collaborate with faculty advisor to review the progress of the student towards meeting the terminal objectives.
 - d. Complete mid-term and final evaluation form and submit to faculty advisor

b. Student Roles and Responsibilities

The student is expected to take primary responsibility for this experience, in collaboration with the preceptor and faculty advisor.

- i. Submit the completed clinical contract to the faculty advisor for approval.
- ii. Meet with preceptor and receive approval for clinical contract. Develop a clinical schedule with the preceptor for a total of 96 clinical hours and provide this to the faculty advisor.
- iii. Participate in the orientation initiated by the preceptor.
- iv. Take the initiative to make this a positive experience by utilizing excellent communication skills with preceptor and others in the designated learning environment.
- v. Represent the University Of Sioux Falls School Of Nursing in a professional manner.
- vi. Increase knowledge base in this clinical area by utilizing the library resources available in the nursing program.
- vii. Initiate contact with the faculty advisor at least weekly to discuss progress of the experience, and progress in meeting the contract goals.
- viii. At the end of the experience, complete both a preceptor and program evaluation.

c. Faculty Roles and Responsibilities

- i. Ensure that a current clinical contract is in place with the agency.
- ii. Assure students have all agency requirements, including immunizations, CPR certification and liability insurance.
- iii. Provide the preceptor with adequate orientation to the clinical
- iv. Assume overall responsibility for teaching and evaluation of the student.
- v. Act as a liaison to the preceptor's supervision of the student's performance of skills and educational opportunities.
- vi. Discuss with preceptor and student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.

D. Bill of Rights for Preceptors¹

The *Bill of Rights for Preceptors* is a listing of rights a preceptor should expect while serving in that role. Adherence to these rights will serve to minimize difficulties and problems during the capstone. It is our hope that the preceptor role is fulfilling and rewarding for you.

Preceptors have a right to:

1. A clear definition of their role.
2. A clearly stated set of expectations for their performance.
3. A clear delineation of their responsibilities to the student.
4. A clear delineation of their responsibilities related to others involved in the clinical capstone experience.
5. A clearly identified set of expected learning outcomes for the student.
6. Adequate training in the knowledge, skills, and attitudes necessary to fulfill their preceptor responsibilities.
7. Resources necessary to fulfill their role.
8. Valid evaluation tools for appraisal of student's performance.
9. Regular communication and accessible responsive support from faculty for the fulfillment of preceptor responsibilities. Some spacing is off here
10. Feedback from students and faculty regarding their effectiveness as a preceptor.

¹ Adapted from: Alspach, J.G. (1991). *From staff nurse to preceptor: A preceptor training program Preceptor handbook*. Aliso Viejo, CA: AACN Critical Care Publications.

E. Job Description for Clinical Coordinator

Description: The clinical coordinator for each clinical area will be responsible for coordinating all of the clinical experiences, including both inpatient and alternative experiences. This person may be the primary instructor for the didactic portion of the course or may be someone only responsible for clinical coordination.

1. Responsibilities to the program
 - a. Identify clinical sites for select clinical courses and meet with director to collaboratively arrange for securing of clinical sites.
 - b. Develop a schedule including all students, dates, specific experiences and objectives and “what students should learn” for each clinical course and alternative experience. Collaborate with the director of the program to review this proposed schedule before submission to the designated approval person for the agency.
 - c. Assist director of program in identifying clinical instructors.
 - d. Set up an orientation day for all clinical instructors in collaboration with other clinical coordinators previous to new semester. Instructors who have taught previously can bring experiences to share with other faculty. (Suggest 1.5 hours together; 1.5 hours in specific course sections.)
 - e. Review expected responsibilities with students while in the clinical areas.
 - f. Obtain a mid-term and/or final evaluation from each instructor.
 - g. Meet with all clinical instructors at the end of the course to obtain feedback regarding each student and collect clinical evaluation grids for each student. Assign a grade of P/F for each student.
2. Responsibilities to the clinical site:
 - a. Inform clinical sites of schedule after it has been approved by the designated person by that agency, including specific dates and times on unit, names of students, names and phone numbers for clinical instructors and clinical coordinators.
 - b. Inform the person in charge of the clinical site that they can call the clinical coordinator at any time if any issue arises that is not satisfactorily resolved with the clinical instructor.
 - c. Visit clinical site at the beginning and end of the experience and as frequently as is required to ensure instructors and students needs are being met.
3. Responsibilities to the student:
 - a. Meet with the students previous to the clinical experience informing them of your role, the role of the clinical instructor and introduce them to their clinical instructor at the orientation session if possible.
 - b. Review all clinical policies students must be aware of and refer them to the Student Resource Book, which contains this information.
 - c. Obtain current phone numbers for each student and share with clinical instructors.
 - d. Respond to any requests by students or clinical faculty regarding issues arising in their clinical experience.

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E. Evaluation

Formal evaluation of the student's performance is expected at the end of the experience. Examples of evaluation forms follow. Other forms may be utilized if appropriate as determined by the student, faculty and preceptor. The faculty member participates in the evaluation of the student performance and retains the responsibility for assigning the course grade.

1. Student Evaluation of Preceptor and Capstone Experience

Student Evaluation of Preceptor and Capstone Experience

Preceptor: _____

Agency: _____

My preceptor:	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Facilitated meeting my learning outcomes.					
Created an environment conducive to learning.					
Demonstrated genuine interest in me as a student.					
Provided guidance and direction.					
Provided valuable feedback.					
Served as a role model for nursing practice.					

Please comment on the extent to which each of your learning outcomes was met. Please use additional sheets if necessary.

Student's Signature: _____ Date: _____

2. Preceptor Evaluation of Student Performance

Evaluation of Student Performance

Student: _____

Please evaluate the student's performance by ranking each of the behaviors listed. Your ranking should be based on your observation of specific student actions.

5=Exceptional Performance

3=Average Performance

1=Needs Improvement

STUDENT BEHAVIORS	5	4	3	2	1	NA
1a. Integrates concepts from the arts, humanities, and sciences with nursing science.						
1b. Uses evidence-based professional nursing practices.						
3. Communicates clearly and effectively.						
4. Applies critical thinking skills in deliberative decision-making.						
5. Provides holistic nursing care in increasingly complex situations.						
6. Provides ethical nursing practice that respects the uniqueness and worth of the individual.						
7. Designs, manages, and coordinates nursing care within the context of local, national, and international perspectives.						
a. Designs nursing care						
b. Manages nursing care						
c. Coordinates nursing						
8. Demonstrates knowledge and skills to continue intra and interpersonal role development of the professional nurse.						
9. Demonstrates knowledge of skills, techniques, and procedures related to specific area of practice.						
10. Utilizes preceptor for guidance and as a resource person.						
11. Carries out responsibilities as outlined in the student's contract.						
Please place any comments on the back of the form.						
Preceptor's Signature: _____ Date: _____						